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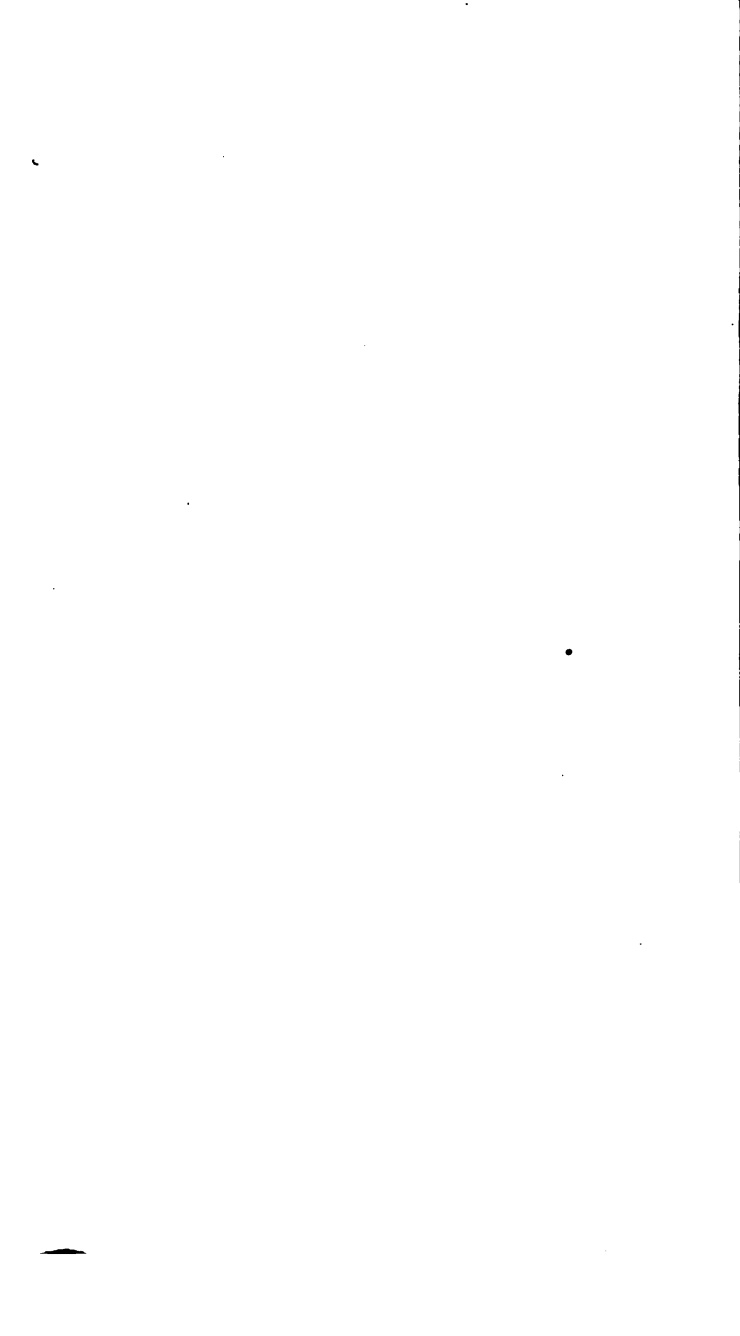
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HARVARD UNIVERSITY



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GRADUATE SCHOOL
OF EDUCATION**





A LETTER

TO THE MOST NOBLE

THE MARQUIS OF LANSDOWNE,

PRESIDENT OF THE COUNCIL,

ON THE

GOVERNMENT PLAN OF EDUCATION:

WITH AN APPENDIX,

CONTAINING THE

MINUTES OF THE COMMITTEE OF COUNCIL ON EDUCATION,

IN DECEMBER, 1846;

PRESENTED TO BOTH HOUSES OF PARLIAMENT, FEB. 5, 1847.

BY EDWARD BAINES, JUN.

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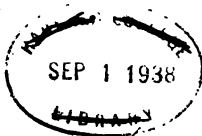
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LETTER.

HARVARD UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

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MY LORD,—It is with extreme pain and grief that I have read the plan for aiding and directing the Education of the people, partially explained by your Lordship in the House of Lords on Friday last, and more fully developed in the "Minutes of the Committee of Council on Education in August and December, 1846."

I BELIEVE your Lordship is aware, that every personal and party feeling would have induced me to regard any proposition of yours with a partial eye. The condescending courtesy which I have at times experienced from yourself, and still more my old political connexions, would prepossess me in favour of any measure of the present Cabinet. But neither personal respect nor party attachment can or ought to prevent me from obeying an imperious sense of public duty. Nor shall an unworthy delicacy hinder me from declaring, in plain terms, my strong disapprobation of the unprecedented and alarming measure which your Lordship has brought forward.

THE measure (I venture to believe) is not your Lordship's, except by adoption. I suppose it to issue from the same mint as the Bill of SIR JAMES GRAHAM for Factory Education in 1843,—from gentlemen on the staff of the Committee of Council, who have long been hankering after a great Continental system of National Education, with governmental control, and a large share of Church influence.

WHAT they failed to accomplish by direct authority, they are now attempting by a subtler and surer method. Large appropriations of public money are promised, to lure all the schools in the country into the acceptance of Government inspection and control, and to put at a fatal disadvantage the schools of those who adhere to the old English system of free and voluntary education! A new Establishment, not merely educational, but distinctly religious, is to be formed, and those who disapprove of religious establishments are to be compelled to support it!

At a time when Education is far more extensive than in any former period of our history, when it is every day advancing with giant strides, when enlightened zeal and liberality are improving the quality, extending the range,

and adapting the modes of instruction, so as to reach the very lowest classes of the community,—at such a time it is that your Government brings forward a plan, involving a prodigal expenditure of public money, and a dangerous increase of Government patronage, for the sake of transferring to its own hands the superintendence and the virtual and ultimate direction of the Education of the country !

UNTIL within the last few months I should have supposed that Parliament and people would with one voice have assented to this proposition, namely, that if the nation could and would educate itself, without interference on the part of Government, it were infinitely better that it should do so ; not merely because perfect freedom of education has been the practice in England, but because it is in itself most desirable,—as being congenial with civil liberty, favourable to the most vigorous growth and action of the public mind, and conducive to that inestimable quality in individuals or communities—self-reliance. I myself, in my profound sense of the value of liberty, should have gone much further, and have maintained, that even though education were less extensive than was to be desired, and theoretically less perfect than under a great Government system, yet that freedom of education was to be guarded as a sacred thing, because forming an essential branch of civil freedom. But I had at least believed that every man in England would have assented to the former proposition, and have regarded a self-educated people as occupying the highest ground among free and civilized nations.

It was a great mistake. There are, it now appears, many Members of Parliament and many writers who love Government *surveillance* for its own sake ; or at least who have got so much of the *police spirit* that characterizes the statesmen of Germany, as not to be satisfied without something like a universal *espionage*,—a system of inspection, dictation, and control by public functionaries, of regimental uniformity, and of dependence on public funds, characteristic of the Continental despotisms. These persons, many of them able and distinguished men, but forgetting, in their zeal for mechanical completeness, the much higher value of a living spirit, demand that we should imitate the Prussian or some similar system, and place the education of the whole people under the care and control of the Government. It is true there are not many writers who as yet avowedly go this length ; but there are many who manifestly admire compulsory and State education, and who only shrink from recommending its immediate adoption, because they believe the nation is not prepared for and would not endure it.

NAY, my Lord, I am compelled to conclude, that you yourself and most of your colleagues in office, would de-

cidedly approve of such a system. Nothing else is to be inferred from the declaration at the beginning of your speech last Friday, which is thus reported :—

“ He (Lord Lansdowne) confessed that *it would have been a source of the greatest pleasure and satisfaction to him, if he had been enabled to state that Her Majesty's Government were prepared with a plan for public education in this country so large and comprehensive in its character as to put the population of this country, with respect to education, in that condition in which the populations of some parts of Europe were placed, where an uneducated child was an almost solitary exception, and where among the great mass of the people education was universal.*”

YOUR Lordship must of course allude to states where the whole machinery of education is under Government direction : and I can infer nothing else than this, that you would, if you could, introduce the same system in England.

I DIFFER from your Lordship as strongly as is possible, consistently with personal respect. I regard your declaration with unfeigned alarm. And I am compelled to take it as a key to explain whatever may be obscure and undeveloped in your plan. No man can fail to see, that your plan is constructed in harmony with your principles and wishes. It is a part of your ideal whole. It is a step towards your perfect system. Nay, it is a step so formed that you cannot possibly stop there, but must move onward in the same course.

It would be superfluous, but for your declaration quoted above, to remind your Lordship, that there are many things which Governments cannot do as well as the people themselves, and many things which they ought not to do, even if they could do them better. It was surely no improper reflection on Governments, when a Noble Lord said, the other day, in the House of Peers—

“ It is universally admitted that Governments are the *worst of cultivators, the worst of manufacturers, and the worst of traders.*”

YOUR Lordship at least will not find fault with this plain-speaking, as it proceeded from your own lips. And yet, my LORD, there is hardly a Government in the world that has not directly or indirectly acted in defiance of this principle, and legislated as though the direct reverse of your axiom were true. There is nothing for which a more plausible argument might be constructed than for *Government interference with industry*,—except, perhaps, that a more persuasive case still might be made out for *perfect despotism*. Take any of the Inspectors or masters from the Prussian schools, and they would write a capital defence of the all-pervading despotism of that country,—a despotism not mitigated in its practical details by the nominal constitution just proclaimed. *And that defence would pass over precisely the same ground as the arguments in favour of State*

Education in England. Yet would it be true, in spite of the sophists, that liberty deserves to be "prized above all price," and that despotism is an accursed invasion of man's rights and oppression of man's energies.

If Governments, notwithstanding their power, their command of money, and their command of talent, are "the worst of cultivators, the worst of manufacturers, and the worst of traders," is it not contrary to all probability that they should be the best of educators? The same qualities and circumstances which prevent their success in the former capacities, are likely to prevent their success in the latter. But if any one should prove that Governments are well qualified to conduct our schools, he would be able with equal ease to prove that they are well qualified to conduct those other educators, the *pulpit* and the *press*! And when such reasoning shall be reduced to practice, the destruction of our liberties will be complete.

LIBERTY is not the most faultless, though it is the best state of human communities. There is not one of the bulwarks of English freedom, which might not as reasonably be impugned and dispensed with as the freedom of education. *Trial by jury* has led to a thousand absurd verdicts, and let a thousand rogues go free. The *freedom of the press* leads to the publication of folly and falsehood that is often most mischievous. The *representative system*, besides all the corruption incident to it, gave us at the very last election a House of Commons for the express purpose of upholding the monopolies it has since destroyed. But no man of sober judgment would on these accounts undervalue the great safeguards of our national freedom. Neither ought we, because free education is not a faultless system, to discard it for the coercive machinery of State education.

THESE remarks, my Lord, are strictly relevant; because, though your Lordship did not attempt to make out a case against the present system, yet such a case must be assumed, as the necessary ground for the measures you propose; and because, though you do not at present propose a complete system of Government Education, you expressed your wish that you had been able to do it. The public must henceforth look upon you as wishing to bring the general education of the people under State management.

BEFORE examining the details of your Lordship's measures, I must be indulged with a few remarks on the present state of popular education in England. I am far from asserting that it is all we could wish, either as to its extent or its quality. But I think I have shown, in my Letters to LORD JOHN RUSSELL, that the most erroneous views have prevailed as to the extent of the means of education; and, above all, I have shown a rapidity of increase

within the last twenty-eight years, that may well inspire the most confident expectations for the future. According to the Official Returns of 1818, obtained by the Committee of which LORD BROUGHAM was the Chairman, the following were the numbers of scholars in Day Schools and Sunday Schools in that year :—

<i>In 1818.</i>	
Infant and Daily Scholars	674,883*
Sunday Scholars	477,225

ACCORDING to the Official Returns of 1833, obtained by the Committee over which your own lamented son, the EARL OF KERRY, presided, the numbers of scholars had augmented to the following :—

<i>In 1833.</i>	
Infant and Daily Scholars	1,276,947
Sunday Scholars	1,548,890

THUS the number of Daily scholars nearly *doubled*, and the Sunday scholars increased more than *threefold*, within fifteen years, during which not a single grant of public money for schools ever took place.

THE Returns of 1833 were themselves defective, as has been proved by subsequent educational censuses in Lancashire, Yorkshire, Birmingham, and other places.

BUT since 1833 it has been shown by DR. HOOK, supported by the Reports of the National and other Societies, that provision has been made, in thirteen years, for 600,000 or 650,000 of the working classes;† and there must also have been provision made for the 144,000 children added to the upper and middle classes within that same period. It is highly probable that the accommodation provided for them would amount to 200,000. The following, then, are the additions made from 1833 to 1846 :—

<i>From 1833 to 1846.</i>	
Day Schools for the Working Class, say...	600,000
Do. Upper and Middle Classes	200,000

Total 800,000

To the schools built since 1833 for the working classes Government contributed £395,000, out of about £2,000,000

* These were the actual numbers returned in 1818, though the Official Returns of 1833 misquoted them, and made the Daily Scholars in 1818 only 605,704, and the Sunday Scholars 425,493. Following the Returns of 1833, I have before given the numbers erroneously; but I suspected the error, and made a much larger allowance for it than was needful, if the Returns of 1818 are to be relied upon.

† Your Lordship's estimate of the public schools built with the aid of Government grants since 1833 is for 550,000 scholars, whereas Dr. Hook only estimated them to accommodate 493,560: but the Doctor reasonably added 100,000 or 150,000 for schools built without Parliamentary aid. In adhering to Dr. Hook's estimate, therefore, I am very clearly and decidedly below the mark.

expended on those schools. But the increase in the period from 1833 to 1846 was not equal to the increase from 1818 to 1833. Let us suppose that, with an increased accommodation for 800,000 since 1833, we have realised an increased attendance of only 600,000—(and surely this will be below the mark). Then add that to the ascertained attendance of 1833, and we have a total of 1,876,947.

Day scholars in 1833.....	1,276,947
Added since (accommodation 800,000) ...	600,000

Total of scholars in 1846 1,876,947

SUCH, then, has been the increase within the last twenty-eight years :—

	Day Scholars.
In 1818.....	674,883
In 1833.....	1,276,947
In 1846.....	1,876,947

Is not this a rate of progress in the highest degree satisfactory? Are we not rapidly overtaking the wants of the population? To allow all the children in the country to receive an education of five years on the average, there should be 1,945,111 children found in school (the whole number of the population from 5 to 15 years of age being 3,890,223): and if we have an attendance of 1,876,947, we cannot be very greatly deficient. There may be great inequalities; but if the bulk of the people have been sufficiently supplied with schools by voluntary means, we may be sure that the rest will be supplied by the same means: and if we should even suppose a great deficiency still to exist, the rate of progress shown to have taken place since 1818 proves that that deficiency will speedily be supplied.*

UPWARDS of £3,000,000 sterling has been expended in the erection of schools since 1818, exclusive of Government grants.

To my mind these great facts give an unwavering confidence in the power and willingness of the people to educate themselves, without Government interference.

BUT it is not merely in the quantity of educational means that the country has thus rapidly advanced. There has been at least a corresponding advance in the provision made for an improved quality of teaching. Of this the best and simplest proof is to be found in the Normal Schools, all of which I suppose to have been established within the present century, and many of which are of very recent date. As your plan contemplates a very great expenditure on Normal Schools, it is right that the country

* Some of the scholars in 1833, that is, 89,005, out of 1,276,947, were in Infant Schools; but Lord Kerry's Returns were confessedly so much below the actual number of scholars, that I do not think it necessary or right to alter the figures I have given.

should know what number of these institutions already exists. I quote the following from the Report of the National Society for 1846, and the Reports of the other Societies named :—

NORMAL SCHOOLS, 1846.

	Students.	Accommodation.
National Society's Normal Schools :		
Battersea	72	75
St. Mark's College, Chelsea	59	70
Westminster Training Institution	146	—
Whitelands, Chelsea	54	76
Diocesan Training Institutions,		
<i>For Schoolmasters :</i>		
Canterbury	4	4
York and Ripon (at York)	36	36
Durham	13	13
Winchester	19	19
Chester	41	70
Chichester	10	13
Exeter	19	20
Gloucester and Bristol	6	12
Lichfield	26	26
Lincoln	1	—
Llandaff (at Newport)	2	—
Norwich	3	3
Oxford	14	28
<i>For Schoolmistresses :</i>		
Canterbury	4	6
York and Ripon (at York)	8	20
Chester (at Warrington)	20	35
Chichester (at Brighton)	11	16
Norwich	7	7
Oxford (at Kidlington)	6	40
Salisbury	26	30
British and Foreign School Society	103	—
Home and Colonial Infant and Juvenile School Society	156*	—
Brecon Normal School	28	—
Congregational Training Institution :		
Rotherhithe	—	12
Total	894	—

HERE we have Normal Schools containing about 900 students, with accommodation for about 1,100. In addition to which, the excellent Training School at Glasgow furnishes many teachers to English schools ; the British and Foreign School Society has projected Four New Normal Schools in populous districts ; and the Wesleyans contemplate the establishment of a Training Institution. The great Normal Schools in London and Scotland are, for the most part, conducted in a manner to vie with any establishments of the kind in the world ; and the teachers they are sending forth by hundreds will inevitably produce a great reform in our elementary schools. If there should yet be a demand for more Normal Schools, as I believe there is, they are as certain to be supplied as the wants of

* This number instructed during the year.

our population in food and clothing. To most of the Normal Schools the Government makes grants; but I am confident that the Schools would be maintained by public liberality, if nothing were received from the Government.

WHEN to the above facts I add the splendid effort making by the Free Church of Scotland to build 700 or 800 schools,—the subscriptions raising for schools both by the Church and the Dissenters in Wales,—the schools established and the educational boards in operation, among the Congregationalists and the Wesleyans,—the County Educational Associations formed in Essex, West Kent, Cambridgeshire, Devonshire, and Pembrokeshire,—the 30 Ragged Schools of London, with 3,000 scholars, and the Ragged Schools formed in Manchester, Liverpool, Birmingham, Aberdeen, and other places,—the project of 30 Infant Schools in Birmingham,—the REV. MR. BURGESS's project of fifty schools in a part of the metropolis,—and MR. BAXTER's proposal for Church schools in Yorkshire,—to which, doubtless, might be added many more unknown to me, as well as the formation of Mechanics' Institutions, Athenæums, Libraries, Youths' Guardian Societies, &c. over the whole kingdom,—I appeal to your Lordship if there is not an effective zeal manifested in the cause of education worthy of the reliance of an enlightened statesman.

MANY writers insist on the defects in our National and British Schools, as showing the necessity of Government interference. But the argument is perfectly inconsequential. How long is it since these defects were discovered? But as yesterday. The exposure of the evil is an important step towards its cure. No man in the slightest degree acquainted with schools can fail to be aware that they are even now in course of very rapid improvement. The man who expects immediate perfection in any of our institutions is hardly fit for the society of imperfect and erring mortals. For Englishmen, who look back on the very gradual maturing of their invaluable political institutions, to show such impatience, is not creditable to their good sense. It would be as reasonable to plough up the wheat in spring because it did not yet bear the full corn in the ear, as to denounce our Educational institutions because they have not sprung at once into a preternatural perfection.

THE facts which I have recounted seem to me, my Lord, to prove, that the interference of Government in education is altogether needless, whilst on principle I regard it as very dangerous.

THE plan which your Lordship has laid before Parliament has been most erroneously regarded by some as a small and ineffective measure. Why, yes, it is as small a thing as an acorn, which, if planted, will spring up into a branching and sturdy oak! However mild and benevolent a scheme it may have seemed to those who have read only your Lordship's speech, it appears very different indeed when the Minutes of Council are examined, the full details learned, and the tendencies observed. Those who framed the scheme know well that it contains provisions which will destroy the schools of the Voluntaries, and that

it will ere long envelope all the schools in the country in a net-work of Government influence. I shall also show that it will be attended with a vast and unwarrantable expenditure of public money, and an alarming extension of Government patronage.*

UP to this time, with the exception of grants to Normal Schools and Workhouse Schools, the money voted by Parliament for educational purposes has been applied exclusively to aiding in the erection of school-houses. You now propose to commence a system of *annual* grants, gratuities, and pensions to schoolmasters, pupil-teachers, and monitors, which will in the course of a few years bear very heavily on the public finances. The following heads will give an idea of the uses you mean to find for the public money :—

1. Grants to Normal Schools, so much per student.
2. Grants in aid of the salaries of Schoolmasters.
3. Grants to Schoolmasters for training Pupil-Teachers and Stipendiary Monitors.
4. Grants to the Pupil Teachers and Stipendiary Monitors during their service.
5. Grants to Students in Normal Schools.
6. Gratuities to Schoolmasters, of several kinds.
7. Grants in aid of School Field Gardens.
8. Grants in aid of School Workshops.
9. Grants in aid of School Kitchens and Washhouses.
10. Superannuation Pensions to Schoolmasters, two-thirds of their former salary and emoluments.
11. Grants for Workhouse Schools, Schools of Industry, and Penal Schools.
12. Grants, as at present, for building School-houses.
13. Salaries of a great number of Inspectors.
14. Expenses of the head office in London, with secretaries and clerks.

Now it is very convenient for the CHANCELLOR of the EXCHEQUER, and exceedingly conducive to the success of your measure, that the above items of charge will not come all at once on the finances. But if the plan should be adopted by Parliament, they are all sure to be incurred ultimately, and a few years hence they will constitute a very large item in the Budget. No estimate accompanies the Minutes of Council laid before Parliament. Of course the estimate for the first year will be comparatively light; but it becomes those who have to bear the burden to calculate its amount. Let us look at the plan, and consider what the annual expense is likely to be when it shall have come into full play.

WE may perhaps assume that 15,000 schools and schoolmasters will ultimately come under the inspection and benevolence of the Government: for the tendency of grants and pensions will be to set all schoolmasters, school-trustees, &c., to work, at once to put themselves into the enviable position of having a claim on the exchequer. Dr. Hook estimated that there would be 16,625 schools put upon the public funds. The National Society has already,

* The Minutes of the Committee of Council, containing the Government plan, will be found in the Appendix.

I believe, about 9,000 day schools. To reckon on 15,000 schools, with 100 children each, or 1,500,000 in the whole, then seems to me a moderate computation. I confine myself to England and Wales. If Scotland should be included, the number would be much greater.

We may suppose that for each school containing 100 children there will be 2 pupil-teachers and 2 stipendiary monitors: for it will be the interest of the schoolmaster to have the greatest number possible, as he is to receive gratuities in proportion to the number. The Minutes of Council say, that there may be pupil-teachers not exceeding one to every 25 scholars.

We may also suppose that Dr. Hook is right in estimating that a fresh supply of 1,000 schoolmasters and 500 schoolmistresses will be required each year, for the 15,000 schools. And as they are to be three years in the Normal Schools, those schools should at all times contain 4,500 persons in course of training.

With these preliminaries, and following the amounts given in the "Minutes of Council," I offer my rough estimate:

SUPPOSED ANNUAL EXPENDITURE.	£.
1. Grants to Normal Schools, for 1,000 male students admitted each year, on the average £22 10s. for each.....	22,500
Do. for 500 female students, at 2-3ds the amount per head	7,500
2. Grants in aid of the salaries of Schoolmasters, 15,000, at £20 each.....	300,000
3. Grants to Schoolmasters for training pupil-teachers and stipendiary monitors: 30,000 pupil-teachers, at £9 for 2	135,000
30,000 stipendiary monitors, at £4 for 2.....	60,000
4. Salaries of Pupil-Teachers and Stipendiary Monitors—30,000 pupil-teachers, at £15 each	450,000
30,000 stipendiary monitors, at £10 each	300,000
5. Grants to students in Normal Schools—3,000 male students, at £25 each.....	75,000
1,500 female do. at £16 13s. 4d. each	25,000
6. Gratuities to Schoolmasters for skill in training pupil-teachers and stipendiary monitors—suppose 1,500 to receive yearly £5 each.....	7,500
7. School Field Gardens—suppose 2,000, aided by grants of £5 each, for rent, &c.	10,000
Purchase of tools first year—may average yearly	1,000
Gratuities to masters for teaching agriculture, say £10 each	20,000
8. Workshops for Trades—suppose 1,000, aided by grants of (say) £5 each, for rent, &c.	5,000
Purchase of tools first year—may average yearly.....	2,000
Gratuities to masters for teaching, at (say) £10 each	10,000
9. School Kitchens and Washhouses—suppose 2,000, at £5 each, for rent, &c.	10,000
Outfit, may average yearly.....	2,000
Gratuities to mistresses for teaching, at (say) £7 each	14,000

10. Superannuation Pensions to Schoolmasters— not to exceed 2-3ds of salary and emoluments —suppose 1,500, at £50 each.....	75,000
11. Grants for Workhouse Schools, Schools of Industry, and Penal Schools—Parliamentary grant already made for salaries of school- masters.....	15,000
Annual charge of Normal School for ditto...	3,500
Other expenses (say)	15,000
12. Grants, as at present, for building school- houses, and also the building of workshops, kitchens, &c., (say)	100,000
13. Salaries and travelling expenses of Inspec- tors : suppose 75, at £700 each.....	52,500
14. Expenses of the head office in London, clerks, &c. (say)	25,000
Total expenditure.....	£1,742,500

SUCH is the best judgment I can form, from the materials furnished in the "Minutes of Council," of the probable expense to the State when the system shall come into full play some years hence. I may be far wrong. But when I know that DR. HOOK calculated the gross expenses of the schools at £2,541,571, and that part which was to come out of public funds at £1,141,571, and that MR. KAY made a claim of £2,500,000 a year on behalf of education,—when I look at the multifarious and novel sources of expenditure included in your plan,—and when I consider the extreme ingenuity shown by all men in getting upon public funds whenever an opportunity offers, the proverbial expensiveness of all Government establishments, and the proverbial longevity of pensioners,—I think the amount given here by no means an over-estimate.

AND this vast amount of £1,742,500 a year, be it more or less, is proposed by your Lordship to be levied yearly on the tax-payers of this country, for the sake of improving education certainly, but also for the sake of putting the education of the people into the hands of the Government !!! Surely, the friends of State Education will "pay too dear for their whistle !" You create this enormous expenditure *unnecessarily*, at a time when the people are with unexampled rapidity extending and improving their own means of education. Assuredly you will leave behind you, when the present epidemic passion for State Education shall have subsided, a reputation for extravagance not honourable to your characters as statesmen.

But the cost of the new School Establishment, heavy as it will be, is not the most serious objection to your plan. I am not aware that a measure was ever proposed that would lead to so enormous an extension of Government patronage and influence. Every schoolmaster in the country, teaching a public school, will become an expectant of grants, gratuities, or a pension; and inasmuch as he will be unable to obtain it without the favourable report of the Government Inspectors, he will lay himself out to win that favourable report. In the same way the pupil-teachers and stipendiary monitors will become dependent on the Inspectors, whose report will make or mar their fortunes. But as

Government appoints the Inspectors, it will be the fountain-head of all the influence which they exert. Let us form a rough estimate of the number of persons who will, by your new plan, when fully carried out, be brought into dependence on the Government :—

Schoolmasters	15,000
Do. receiving pensions	1 500
Pupil Teachers	30,000
Stipendiary Monitors.....	30,000
Students in Normal Schools.....	4,500
Workhouse Schoolmasters, &c.	1,000
Employed to assist in field gardens, work-shops, washhouses, kitchens, &c., Inspectors, Clerks, &c. &c. (say).....	6,000
Total	88,000

THUS 88,000 persons, and perhaps nearly 88,000 families, will become directly dependent on the Government, which, reckoning $4\frac{1}{2}$ to the family, brings 396,000 persons under Government influence! But if these 88,000 are actually employed, it is needless to say that a far greater number must be in the position of aspirants to the various situations. Unless the people of England should have drunk the cup of oblivion as to all constitutional jealousy, they will surely arouse themselves at the prospect of this new *army of Government functionaries*. But if we are to imitate Prussia and France in our State Education, we may well imitate them in their degrading and enslaving system of *functionarism*!*

It is obvious that the schoolmasters and pupil-teachers will become nearly as dependant on the Inspectors as a slave in the United States is on his master: for if one of those persons should be so unfortunate as to lose the favour of an Inspector, and be dismissed from his situation—seeing that that Inspector has the control of all the schools in the district, and that the several Inspectors will combine together for the carrying out of their objects,—the poor schoolmaster would be unable ever to obtain another situation. He would be a marked and doomed man—hopelessly ruined. When this absolute dependance for grants and a pension on the one side, or ruin and starvation on the other, is considered, it will be seen that the schoolmasters will be reduced to a degrading and universal bondage. And if this be the situation of the schoolmasters, what must be its effect upon the character of their teaching, and the principles and spirit of the rising generation of England?

DID it never occur to your Lordship to doubt the effect on our social system, on education itself, and on the literature of England, of *converting all the schoolmasters in the country into State-dependants*? Had you no misgivings as to the effect it might have on the *spirit which the schoolmasters will breathe into their scholars*? Did you not remember that though LORD JOHN RUSSELL was in office now, we might next year have a STANLEY and BENTINCK administration? Did you not remember the days of PITT

* The word used by Mr. Laing, the traveller, in describing the political systems of those countries.

and PERCEVAL, of SIDMOUTH and CASTLEREAGH? Had you forgot the days when the motion was repeatedly made in the House of Commons, and supported by FOX and BURKE, "that the influence of the Crown has increased, is increasing, and ought to be diminished?" When I look at the patronage to be created by this measure, and see it brought forward by a Ministry containing such men as LORD LANSDOWNE, LORD JOHN RUSSELL, LORD MORPETH, and SIR CHARLES WOOD, I am amazed and confounded. I cannot suppose it possible that such a measure should have received a brief five minutes' consideration in the Cabinet.

BUT, my Lord, it can hardly have escaped your notice—I am sure it was perfectly known to the real concocters of the measure—that in this vast amount of patronage, though Government has the chief influence, yet THE CLERGY are made to go *partners* with them. There can be no doubt that all the National Schools will sooner or later be put on the list of recipients of State-money. The *parochial clergy* are to attend and assist in every examination, and to give yearly certificates to the pupil-teachers and stipendiary monitors; the whole of the schoolmasters, pupil-teachers, and monitors in Church schools will be dependant on the parochial clergy, nearly to the same extent as on the Government Inspectors—dependant for their success in life or their ruin. We shall shortly have *ten or twelve thousand of the Clergy exercising this new and vast influence in their respective parishes*. My Lord, I regard this not only as an unseemly, but as a most dangerous extension of ecclesiastical influence in the country,—unfavourable in the highest degree to liberal principles, and to practical religious liberty. The ARCHBISHOP OF CANTERBURY and the BISHOP OF LONDON might well applaud your measure! LORD JOHN RUSSELL has abundantly redeemed the promise he is supposed to have made to the Archbishop!

AND whilst you thus load the Church with influence and patronage, *what effect will your measure have on Dissenters and their schools?* It professes impartiality. It offers help to all schools alike. But what will be its *practical working?* You know that those who consistently hold the *Voluntary principle* cannot receive *any of the money which you so profusely scatter*. You know this, because in your speech you alleged the scruples of the Voluntaries as one reason for not introducing an entire system of Government Education. Then if Dissenters refuse the grants of money, see the cruel position in which they are placed. You *lure away their schoolmasters*, by your grants, gratuities, and pensions. You *lure away their scholars*, by the advantages of pupil-teachers, stipendiary monitors, Queen's scholars, appointments in the revenue departments, school-gardens, workshops, kitchens, and washhouses, in the Church schools. You *lure their school-committees* to desert their principles, and accept your money. You *lure their subscribers* to give up their subscriptions, under pretence that Government grants ought to be accepted. You may look with composure on these undermining and sapping processes; but depend upon it, my Lord, there are scores of thousands of Dissenters, hitherto favourable to your party, who will regard the measure, as I do, with the liveliest indignation.

EVERY Dissenter, moreover, will see that this measure is erecting a *new religious Establishment*—a School Establishment appended to the Church Establishment. It is not a measure for secular education,—but distinctly a measure for religious education, and, in all Church schools, for *education in the principles of the Church of England*, to which *you will compel the Dissenter to pay, as you now compel him to pay tithes and church-rates.*

WHY should the Wesleyan, the Independent, the Baptist, the Quaker, and every other Nonconformist, be forced by a *new law* to pay for the teaching of doctrines which they do not believe, and the upholding of a system which they regard as unscriptural?

As the Church are in general the richer class, and the Dissenters the poorer, your measure is one of aggravated cruelty to the latter. Knowing as you do that they cannot accept of grants for their own schools, you will compel them to pay taxes for the support of Church schools;—that is, you compel the poorer section to support the schools and religious teaching of the richer section,—whilst those poorer communities are struggling to support their own schools, which you are about to undermine and destroy!

THE mode of treating Dissenters in your Lordship's plan is peculiar. Their Ministers are never mentioned or alluded to,—which I think right; but it serves to show most strikingly the favour and honour done to the Established Church, whose Clergy are recognized at every step as ecclesiastical authorities, to be invested with important powers in the schools. The teaching of religion is enforced in the Church schools, and its particular nature defined: in other schools it is not enforced, or even recognized, and all that is said on the subject is, that “the managers” are to certify “the religious knowledge” of the candidates for pupil-teachers, and also “that the pupil-teachers and stipendiary monitors have been attentive to their religious duties.” Religion, then, is expected,—of what kind you take no notice: all alike will receive public money: you will support the schools of every sect, and of course the religious teaching of every sect in those schools; or you will support the schools without any religious teaching.

THIS is a curious combination of *ecclesiastical partiality, civil justice, and a readiness to pay all religions.* There is the barest possible acknowledgment that there may be such a thing as religion among Dissenters: there is every honour and prerogative conferred on the Church and its Clergy: and there is secretly and silently reserved the power of making grants for the teaching of every kind of religion in the schools.

Now, my Lord, here is the seed, the small, scarcely discernible seed of the *support of every kind of religious teaching by the State.* The Continental system is, to support Ministers of every sect by Government stipends: and this system, I presume, finds favour with the Cabinet, partly from its apparent civil justice, and partly because it brings all kinds of teachers of religion into *state-connexion* and *state-pay.* But you do not think it politic to propose such a system openly and at once. You therefore introduce the principle by a side-wind,—not in an Act of Parliament—for it seems you intend conveniently to dispense with that ceremony,—

but in a grant of money made to schools, through a Committee of the Privy Council appointed by Act of 1839 !

My Lord, I love justice and revere religion ; but I detest bribery, dread the infidel tendency of a confounding of truth and error, and deprecate with all my judgment and all my heart the Continental system of taking every kind of religion into State-pay. That system palpably degrades religion into an instrument of State policy, and gives the impression that all religions are alike true or alike false. If this plan of yours should succeed, there cannot be a doubt that its principle will at some convenient opportunity be evolved, and it will be adduced as a precedent for the payment of ministers of religion of every sect. It behoves the religious people of Great Britain, then, by immediately and resolutely opposing this plan, to nip the bud of a gigantic evil.

I KNOW it will be said that justice to all sects requires this arrangement. No, my Lord, if you would be just to all sects, you will make *no* arrangement, but leave each to support its own religion and its own schools. As an Evangelical Protestant Dissenter, holding my own views of religion firmly and earnestly, I am under the painful necessity of differing most decidedly from sects on either hand, and also from the Established Church, not in its doctrinal Articles, but in some parts of its doctrinal teaching (such as the baptismal regeneration taught in the catechism), and its connexion with the State. Is it just that I, with these views, should be compelled to pay taxes for the teaching either of the Established Church, or of those other sects from which in doctrine I differ much more widely ? I do not ask, is it just that *they* shall pay for the teaching of my views, simply because I will take good care that, so far as I am concerned, not a farthing of their money or of public money shall ever be so employed. But whether we took the money or not, injury is done to conscience, and justice violated. In any case *I must pay the tax*, and therefore must pay for religious teaching of which I disapprove. And if I cannot conscientiously accept my own share of the tax, I am *doubly wronged*. Nay, more than doubly : for you not only exact my money, and apply it to the teaching of what I deem error, but you also undermine the schools which I support, by the patronage and advantages lavished on others.

I HAVE no wish, my Lord, that your measure should be misunderstood. I therefore point out the check which it contains as to expenditure, namely, that the grants in aid of the salaries of schoolmasters cannot be obtained from the Government but on the managers of the schools providing salaries for the masters double the amount of the Government grant, and houses rent-free. But I apprehend this will not really diminish the expenditure. It is a stimulus to the managers of schools to raise a certain amount of salary for the master. They do that already. In some cases, indeed, they raise rather less than will be required to entitle them to the Government grant : but in many cases they raise more than the required sum, and the grant will therefore come in to relieve their subscribers. There is also another small check, of minor importance. Part of the rent of field-gardens, workshops, and washhouses must be

raised by local effort. But it will be seen, from the estimate given above, that these are very minor things; and that on the vast bulk of the expenditure there will be no check whatever, except the discretion of the Committee of Council, and hardly even that. Let the system once receive Parliamentary sanction, and ways and means will soon be found to entitle all the National Schools at least to claim every grant and pension which the law will allow.

I MAY also observe, that if the Dissenters, true to their principles, should reject the beguiling offer of Government money and control, the expense of the system will be something less. But not much. For the certain tendency of the system will be to draw away the scholars and resources from the schools of Dissenters, to ruin them, and to cause new Church schools to arise in their stead.

THERE is one circumstance, my Lord, of a constitutional kind, in connexion with this measure, which I believe the country will regard with astonishment and strong disapprobation. Your Lordship is reported to have said—

“He might claim to lay these papers upon the table without making any prefatory remarks, seeing that they did not lead to any conclusion which would require their Lordships’ sanction, and did not require, in order to give effect to them, any Bill to which the consent of the other House would be necessary.”

THEN it seems this mighty change in the educational system of the country is to be carried into effect in virtue of the Act establishing the Committee of Council on Education in 1839, and without any further opportunity for discussion than that afforded by the motion on the estimates in the House of Commons! To me this appears a very strange and unconstitutional proceeding,—though quite in character with the measure to which it belongs. I hope the Members of the House of Commons will not assent to this prodigious extension of the powers and operations of the Committee of Council, without requiring it to be made the matter of a regular Bill, and to pass through its three readings and committees in both Houses. A Bill in 1839 for aiding to erect school-houses to the amount of some £30,000 a year, could never have been intended to justify the enormous machinery and outlay now contemplated.

AND now, my Lord, I have fulfilled my painful duty. I have thus far discharged my conscience. Subduing my personal feelings and party attachments, I have exposed, as I thought truth and the interests of my country demanded, this unjust, unnecessary, insidious, and mischievous measure. By large bribes you have bought the acquiescence of the Church,—if indeed men should be so blind as to receive as a boon, money taken by force of law out of their own pockets. But I believe you will find that YOU HAVE ALIENATED AND EXASPERATED THE DISSENTERS. It is for them now to *speak*. The time draws near, when it will be for them TO ACT.

I have the honour to be,

My Lord,

Your Lordship’s most obedient humble Servant,

EDWARD BAINES, JUN.

Leeds Mercury Office, February 13, 1847.

APPENDIX.

MINUTES OF THE COMMITTEE OF COUNCIL ON EDUCATION,

IN DECEMBER, 1846.

PRESENTED TO BOTH HOUSES OF PARLIAMENT BY COMMAND OF
HER MAJESTY, FEB. 5, 1847.

EXTRACTS.

Council Chamber, Whitehall, Dec. 21, 1846.

BY THE RIGHT HON. THE LORDS OF THE COMMITTEE
OF COUNCIL ON EDUCATION.

REGULATIONS RESPECTING THE EDUCATION OF PUPIL TEACHERS AND STIPENDIARY MONITORS.

The Lord President communicated to their Lordships the regulations which he had caused to be framed to carry into execution the minute of the Committee of Council on Education of the 25th day of August, 1846, respecting the apprenticeship of pupil teachers.

GENERAL PRELIMINARY CONDITIONS.

Upon application being made to their Lordships from the trustees or managers of any school under inspection, requesting that one or more of the most proficient scholars be selected to be apprenticed to the master or mistress, the application will be referred to the inspector, and will be entertained if he report—

That the master or mistress of the school is competent to conduct the apprentice through the course of instruction to be required.

That the school is well furnished, and well supplied with books and apparatus.

That it is divided into classes; and that the instruction is skilful, and is graduated according to the age of the children and the time they have been at school, so as to show that equal care has been bestowed on each class.

That the discipline is mild and firm, and conducive to good order.

That there is a fair prospect that the salary of the master and mistress, and the ordinary expenses of the school, will be provided for during the period of apprenticeship.

GENERAL RULE.

The qualifications to be required of candidates, and of pupil teachers in each year of their apprenticeship, will be regulated by the following rules, in which the *minimum* of proficiency to be attained is precisely defined, in order to prevent partiality. But their Lordships reserve to themselves the power to reward superior merit, by shortening the term of the apprenticeship, or by awarding the higher stipends of the later years of the apprenticeship to pupil teachers whose attainments enable them to pass the examination of one of the later years at an earlier period.

PUPIL TEACHERS.—QUALIFICATIONS OF CANDIDATES.

The following qualifications will be required from candidates for apprenticeship.

They must be at least 13 years of age, and must not be subject to any bodily infirmity likely to impair their usefulness as pupil teachers.

In schools connected with the Church of England the clergyman and managers, and in other schools the managers, must certify that the moral character of the candidates and of their families justify an expectation that the instruction and training of the school will be seconded by their own efforts and by the example of their parents. If this cannot be certified of the family, the apprentice will be required to board in some approved household.

Candidates will also be required—

1. To read with fluency, ease, and expression.
2. To write in a neat hand, with correct spelling and punctuation, a simple prose narrative slowly read to them.
3. To write from dictation sums in the first four rules of arithmetic, simple and compound; to work them correctly, and to know the tables of weights and measures.
4. To point out the parts of speech in a simple sentence.
5. To have an elementary knowledge of geography.
6. *In schools connected with the Church of England* they will be required to repeat the catechism, and to show that they understand its meaning, and are acquainted with the outline of Scripture history. The parochial clergyman will assist in this part of the examination.

In other schools the state of the religious knowledge will be certified by the managers.

7. To teach a junior class to the satisfaction of the inspector.
8. Girls should also be able to sew neatly, and to knit.

QUALIFICATIONS OF PUPIL TEACHERS IN EACH YEAR OF THEIR APPRENTICESHIP.

[The branches of knowledge in which the pupil-teachers are to be examined yearly are then specified: the following are outlines of the fifth year's examination]:—

At the end of the fifth year pupil teachers will be examined by the inspector,—

1. In the composition of an essay on some subject connected with the art of teaching.
2. In the rudiments of algebra,* or the practice of land-surveying* and levelling.*
3. In syntax, etymology, and prosody.
4. In the use* of the globes, or in the geography of the British empire* and Europe*, as connected with the outlines of English history. In this year girls may be examined in the historical geography of Great Britain.
5. More completely in the Holy Scriptures, liturgy, and catechism in *Church of England schools*—the parochial clergyman assisting in the examination.
6. In their ability to give a gallery lesson, and to conduct the instruction of the first class in any subject selected by the inspector.

GENERAL RULES.

In the subjects marked with an asterisk, girls need not be examined, but in every year they will be expected to show increased skill as sempstresses, and teachers of sewing, knitting, &c.

In the examinations, the inspector will, in each year, observe the degree of attention paid by the pupil-teachers to a perfect articulation in reading, and to a right modulation of the voice in teaching a class. A knowledge of vocal music and of drawing (especially from models), though not absolutely required, because the means of teaching it may not exist in every school, will be much encouraged. Every pupil-teacher will be required to be clean in person and dress.

The number of pupil-teachers apprenticed in any school will not exceed one to every 25 scholars ordinarily attending.

CERTIFICATES.

Every pupil-teacher who has passed all the foregoing examinations, and has presented the required testimonials in each year, will be entitled to a certificate declaring that he has successfully completed his apprenticeship.

STIPENDIARY MONITORS.

The inspectors may, for some time, find in the rural districts schools in which all the general conditions required for the

apprenticeship of a pupil-teacher may be satisfied, but the master or mistress of which may be unable to conduct an apprenticeship even through the foregoing course of instruction. Their Lordships being desirous so to adapt their regulations to the condition of such schools, as by their improvement to enable them hereafter to provide for the training of pupil-teachers, are disposed, for a few years, to encourage the managers to retain their monitors, by small stipends, to the age of 17, without apprenticeship, but under a form of agreement with the parents, on condition that the master give each monitor extra daily instruction.

For such an arrangement all the general rules and preliminary conditions previously enumerated will be required, and the following qualifications for candidates for such stipends.

[Here qualifications somewhat resembling those for pupil-teachers are specified.]

CERTIFICATES OF CHARACTER AND CONDUCT TO BE ANNUALLY REQUIRED FROM PUPIL TEACHERS AND STIPENDIARY MONITORS.

At the close of each year pupil teachers, or stipendiary monitors, will be required to present certificates of good conduct from the managers of the school, and of punctuality, diligence, obedience, and attention to their duties from the master or mistress.

In *Church of England Schools* the parochial clergyman, and in other schools the managers, will also certify, that the pupil teachers or stipendiary monitors have been attentive to their religious duties.

SALARIES OF PUPIL TEACHERS AND STIPENDIARY MONITORS.

If these certificates be presented, and if the inspector certify, at the close of each year, that he is satisfied with the oral examination and the examination papers of the pupil teachers or stipendiary monitors, and if those papers be satisfactory to their Lordships, the following stipends will be paid, irrespectively of any sum that may be received from the school or from any other source:—

		For a Pupil Teacher.			For a Stipendiary Monitor.			
		£	s.	d.		£	s.	d.
At the end of the 1st year.....		10	0	0	..	5	0	0
„ 2nd		12	10	0	..	7	10	0
„ 3rd		15	0	0	..	10	0	0
„ 4th		17	10	0	..	12	10	0
„ 5th		20	0	0	..	—		

REMUNERATION AND DUTIES OF SCHOOLMASTERS AND MISTRESSES.

At the close of each of these years, if the pupil teachers have received a certificate of good character and of satisfactory progress, the master and mistress by whom they have been instructed and trained shall be paid the sum of £5 for one, of £9 for two, of £12 for three pupil teachers, and £3 per annum more for every additional apprentice; and on the like conditions, £2 10s. for one stipendiary monitor, £4 for two, £6 for three, £1 10s. in addition, each year, for every additional stipendiary monitor.

In addition to the foregoing subjects of instruction, if the pupil teachers be skillfully trained by the master in the culture of a garden, or in some mechanical arts suitable to a school of industry, or the female pupil teachers be instructed by the mistress in cutting out clothes, and in cooking, baking, or washing, as well as in the more usual arts of sewing and knitting, and the inspector certify that the pupil teachers are thereby in a satisfactory course of training for the management of a school of industry; the master or mistress shall receive an additional gratuity, proportioned to the degree of skill and care displayed.

In consideration of the foregoing gratuity, and of the assistance obtained from the pupil teachers and stipendiary monitors in the instruction and management of the school, the master will give them instruction in the prescribed subjects, during

one hour and a half at least, during five days in the week, either before or after the usual hours of school-keeping.

The stipends will be liable to be withdrawn by their Lordships, on the report of the inspector, on proof of the continued ill-health of the pupil teachers or stipendiary monitors, or of misconduct, want of punctuality, diligence, or skill, on failure in their examination, or in default of the required certificates.

SUPPORT OF NORMAL SCHOOLS.

EDUCATION OF SCHOOLMASTERS AND MISTRESSES AND GRANTS IN AID OF THEIR SALARIES.

Exhibitions on behalf of successful pupil teachers to Normal Schools—Employment of certain of them in the public service—Grants in aid of expenses of Normal Schools, and of the salaries of masters and mistresses educated therein.

The Committee of Council on Education had under their consideration their Lordships' minutes as to the apprenticeship of pupil teachers in elementary schools.

It appeared further expedient to their Lordships, that the Lord President should authorise one or more of her Majesty's inspectors, together with the principal of a Normal School under inspection, to submit to his Lordship from among the pupil teachers who had successfully terminated the apprenticeship, a certain number of those who, upon competition in a public examination, to be annually held by such inspectors and principal in each inspector's district, might be found most proficient in their studies and skilful in the art of teaching, and concerning whose character and zeal for the office of teachers the inspector of the district could give the most favourable report.

That the Committee of Council on Education, on comparison of the testimonials and examination papers of these apprentices, should award, for as many as they might think fit, an exhibition of £20 or £25 to one of the Normal Schools under the inspection of her Majesty's inspectors.

That the pupil teachers to whom such exhibitions should be awarded, should be thenceforth denominated "Queen's scholars."

That the exhibition should be liable to be withdrawn, if the principal of the training school should be dissatisfied with the conduct, attainments, or skill of the "Queen's scholar."

Their Lordships were also of opinion that it might be useful to offer further incentives to exertion and good conduct among the pupil teachers, by opening to such of them as might not display the highest qualifications for the office of schoolmaster, but whose conduct and attainments were satisfactory, an opportunity of obtaining employment in the public service under such regulations as may be hereafter stated.

Their Lordships hope that the grant of an exhibition of £20 or £25 to the most proficient pupil teachers, to enable them to enter a Normal School, may diminish the difficulty experienced by the trustees and managers of such institutions of maintaining their efficiency. In order still further to reduce the burden of such establishments, their Lordships will award to every Normal School subject to inspection a grant for every student trained therein, concerning whose character and conduct the principal shall give a favourable report, and concerning whose attainments, skill in teaching, and general aptitude for the vocation of a schoolmaster, it shall appear to the Lord President, at the close of each of three years of training, from the report of one or more of her Majesty's inspectors, and from the examination papers, that a certain standard of merit has been attained. Such grants shall be £20 at the close of the first year, £25 at the close of the second, and £30 at the close of the third year's course of instruction. This standard of acquirement shall not be so ordered as to interfere with the studies pursued in any Normal School, but shall be adapted to those studies, so, however, as to apply impartially to all such Normal Schools an equal incentive to exertion, by requiring efficiency in a sufficient number of the studies pursued in them.

Their Lordships will further grant, in aid of the salary of every schoolmaster appointed to a school under their inspection, and who has had one year's training in a Normal School under their inspection, £15 or £20 per annum; and in aid of the salary of every such schoolmaster who has had two years of such training, £20 or £25 per annum; and of every such schoolmaster who has had three years of such training, £25 or £30 per annum; provided he has upon examination obtained the proper certificate of merit in each year, on the following conditions:—

1. That the trustees and managers of the school provide the master with a house, rent free, and a further salary equal at least to twice the amount of this grant.

2. That the trustees and managers annually certify that his character, conduct, and attention to his duties are satisfactory.

3. That the inspector report that his school is efficient in its organization, discipline, and instruction.

On the same conditions their Lordships will grant in aid of the salaries of schoolmistresses appointed to schools under their inspection, who obtain similar certificates in a Normal School, two-thirds of the sums to be awarded to the schoolmasters for each year's certificate of merit.

RETIRING PENSIONS TO SCHOOLMASTERS AND MISTRESSES FOR LONG AND EFFICIENT SERVICES.

That a retiring pension may be granted by the Committee of Council to any schoolmaster or schoolmistress who shall be rendered incapable by age or infirmity, of continuing to teach a school efficiently.

Provided that no such pension shall be granted to any schoolmaster or schoolmistress who shall not have conducted a normal or elementary school for fifteen years, during seven at least of which such school shall have been under inspection.

That in all cases of application for pensions, a report shall be required from the inspector and from the trustees and managers of the schools, as to the character and conduct of the applicants, and the manner in which the education of the pupils under their charge has been carried on.

The amount of the pension shall be determined according to such report, but shall in no case exceed two-thirds of the average amount of the salary and emoluments annually received by the applicant during the period that the school has been under inspection.

A minute of the grant of every such pension, and of the grounds on which it has been awarded, shall be published in their Lordships' minutes.

GRANTS IN AID OF DAY SCHOOLS OF INDUSTRY.

Their Lordships had under their consideration reports published in their minutes on schools of industry.

Resolved,—That when the managers of schools apply for aid to enable them to hire a field-garden for the instruction of the scholars; or to erect workshops in which handicrafts may be taught; or to provide a school washhouse or kitchen for the instructions of girls in domestic economy; their Lordships will be disposed, on the following conditions, to grant assistance toward the promotion of those objects.

1. SCHOOL FIELD GARDENS.

If their Lordships are satisfied with the position of the field in relation to the school;

With the rent;

With the regulations for the management of the garden;

And with the competency of the master to superintend the work and give the requisite instruction;

Their Lordships will consider whether it may be expedient to make an annual grant not exceeding one-half the rent, so long as the inspector may report that the field is skillfully and industriously cultivated;

To make a grant towards the purchase of tools in the first year; and

To grant a gratuity to the master in each year in which the instruction in industry is successful.

2. WORKSHOPS FOR TRADES

In schools situate in the denser parts of great cities, and intended to attract from the streets vagrant youths who are there trained in criminal pursuits, or accustomed to begging and vagrancy, if their Lordships are satisfied—

With the site, plan, and specifications;

And with the regulations for the management of the workshops, especially as respects the character of the persons selected as master workmen; the share the scholars have in the produce of their labour; and the disposal of their work;

They will, in the case of each application, consider the propriety of making grants for the erection of workshops.

They will also be disposed to contribute towards the purchase of tools in the first year.

In cases in which it may be desirable, in the first instance, to avoid the outlay required for the erection of workshops, their Lordships will entertain applications for assistance towards the hiring of a suitable building on the foregoing conditions, so long as the inspector shall report that the handicrafts are successfully taught therein.

They will also consider the propriety of granting a gratuity to the master, for every boy who, in consequence of the skill acquired in the workshop, shall have become a workman or assistant in any trade or craft, whereby he is earning his livelihood.

3. SCHOOL-KITCHENS AND WASHHOUSES.

If their Lordships are satisfied

With the site, plan, and specifications;

With the competency of the schoolmistress to give the requisite instruction;

And with the regulations for the management of the school of industry;

They will be disposed to make a grant towards the erection of these buildings.

They will also consider the propriety of granting a gratuity to the mistress, in every year in which the inspector may report that the girls are successfully instructed in domestic economy.

In all cases of applications for grants to establish schools of industry, it will be required that the schools shall be subject to inspection, and that the general system of instruction shall be found to be in conformity with the minutes by which the distribution of the Parliamentary grant towards the erection of school buildings has hitherto been regulated.

NORMAL SCHOOLS FOR TRAINING MASTERS

FOR WORKHOUSE SCHOOLS AND FOR PENAL SCHOOLS.

Their Lordships had further under their consideration the measures required to carry into execution the suggestions of the Secretary of State for the Home Department, for the establishment of normal and model schools to be conducted under his direction, for the training of masters of schools for pauper and for criminal children.

Resolved,—That a building be erected for the normal school, providing accommodation for a principal, vice-principal, two masters, and for 100 candidate teachers.

That, in connexion with the Normal School, a model school of industry be erected for the pauper children of some of the London unions.

That in connexion with this Normal School, but distinct and separate from the school for pauper children, a school be erected for criminal children.

That the following general estimate of outlay on the buildings and of annual expenditure, be approved —

BUILDINGS.

The buildings of the Normal School.....	£10,000
The buildings of the Pauper School.....	5,000
The buildings of the Penal School.....	5,000
Annual charge of Normal School, £3,500.	

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